

OPAMA Programme

Approval: Guide to completing the online Programme Proposal Form

User Guide for Programme Proposers

Essential Reference for Faculty (Institute, School) Quality
Administrators

Contents

<u>Welcome & Introduction</u>	4
1. <u>Why put programme approval online?</u>	4
1.1 <u>Accuracy, auditability & accessibility</u>	4
1.2 <u>Automating the set-up of programmes of study</u>	4
1.3 <u>SITS as the gold source of data</u>	5
1.4 <u>Programme specifications</u>	5
2. <u>Before you start</u>	5
2.1 <u>Know the university's process for approving new programmes of study</u>	5
2.2 <u>Know your local processes and procedures</u>	6
2.3 <u>Get programme route code(s) from your Faculty's Quality Administrator</u>	6
3. <u>Access to OPAMA programme approval</u>	7
3.1 <u>PRS record on SITS</u>	7
3.2 <u>New staff</u>	7
3.3 <u>Logging in</u>	7
3.4 <u>Process diagram (stage 1)</u>	9
4. <u>Confirming your personal details</u>	10
4.1 <u>Confirm your details screen</u>	10
5. <u>General principles of using OPAMA online forms</u>	11
5.1 <u>Navigation</u>	11
5.2 <u>Using text in OPAMA – some do's and don'ts</u>	12
5.3 <u>Uploading documents</u>	12
6. <u>Completing the online form – walkthrough</u>	13
6.1 <u>Section 1: PDAC approval to proceed</u>	13
6.2 <u>Section 2: Core programme information</u>	13
6.2.1 <u>First screen: Q1-Q7</u>	13
6.2.2 <u>Second screen: Q8-Q12</u>	16
6.2.3 <u>Third screen: Additional pathways</u>	17
6.2.4 <u>Fourth screen: Summary of core information. Q12(a)-Q15</u>	18
6.3 <u>Section 3: Award details</u>	20
6.3.1 <u>First screen: Q1(a)-Q5</u>	20
6.3.2 <u>Second screen: Nested awards, Q6</u>	22
6.3.3 <u>Third screen: Exit awards, Q7</u>	25

6.4	Section 4: Collaborative provision, partnerships and placements	27
6.4.1	First screen: Collaborative activity, Q1-Q3	27
6.4.2	Second screen: Details of institutions involved in the collaborative activity (Q4-Q5)	29
6.4.3	Third screen: Partnership programmes	30
6.4.4	Fourth screen: Placements, including study abroad, Q7-Q8	31
6.4.5	Fifth screen: Validation or accreditation by a Professional, Statutory or Regulatory Body, Q9-Q14)	32
6.5	Section 5: Mode of attendance and length of study	32
6.6	Section 6: Duration of study	33
6.7	Section 7: Educational aims	34
6.8	Section 8: Educational objectives	35
6.9	Section 9: QAA Benchmarking	36
6.10	Section 10: Department contribution to teaching	38
6.11	Section 11: New resource requirements	39
6.12	Section 12: Student numbers and fees	40
6.13	Section 13: Programme structure and curriculum	42
6.13.1	First screen: Number of credits and annual pattern of study (Q1 & Q2)	42
6.13.2	Second screen: Module list, Q3	43
6.13.3	Third screen: Free choice options, Q4	44
6.13.4	Fourth screen: More special factors, Q5-Q10	46
6.14	Examination Boards and marking	46
6.15	Inclusivity	47
6.16	Entry qualifications and selection process	48
6.16.1	First screen: Academic and additional criteria, Q1(a)-Q3	48
6.16.2	Second screen: Interview policy and other requirements, Q4	51
6.17	External Specialist advice	52
6.18	Additional information	53
7.	Procedure for submitting a new Programme Approval Proposal via OPAMA	53
7.1	Section 19: Proposal details and submission options	53
7.2	After submission – thank you and exit	54
8.	What happens now?	55
8.1	SQA scrutiny and committee consideration	55

Welcome & Introduction

Welcome to this User Guide, which is designed to help you complete and submit the new OPAMA Programme Proposal form which replaces the old paper 'PAF' form. Although this Guide is primarily for staff who wish to set up a new programme of study, it is also an essential reference document for anyone who is involved with the approval process, i.e. members and Chairs of Faculty (Institute, School) Education Committees/Programme Approval Panels and professional Quality Assurance staff based in Faculties¹ and centrally; knowledge of how the form is constructed and the rationale behind each question will enable you to assess new proposals more quickly and with greater insight.

The Project Team is keen to receive your feedback, on the usability of the system, on the OPAMA process, and on this User Guide, so that we can improve OPAMA in the months and years to come. Please do get in touch with us at opama.support@kcl.ac.uk with any comments, compliments or brickbats.

1. Why put Programme Approval online?

1.1 ACCURACY, AUDITABILITY & ACCESSIBILITY

The information that is entered on OPAMA has three 'corporate' purposes in addition to the overarching one of ensuring the excellent academic standard of King's degree programmes and the modules which contribute to them, which should be borne in mind when completing the online form: these are **accuracy, auditability and accessibility**. The current paper-based process, although adequate to reflect our internal processes, does not fulfil these requirements sufficiently to stand up to external scrutiny. Switching to an online process will enable us to:

- ensure that our students receive accurate and authoritative information about their programme of study and its curriculum: the quality of information provision is also subject to external audit as well as being a potentially vulnerable area of student complaint if information is incomplete or inaccurate
- ensure that the approval process used in each School can maintain its local character whilst complying with quality assurance requirements in a consistent way across the College, and with much greater transparency than previously

1.2 AUTOMATING THE SET-UP OF PROGRAMMES OF STUDY

The OPAMA online programme proposal form replaces the PAF paper form. The questions that are asked are essentially the same as those you would have found on the PAF, but the order in which the information is gathered has been changed. This is in order to ensure that the correct relationships are created in the background between the pieces of

¹ For the purposes of this document, the term 'Faculty' should hereafter be assumed to include all academic entities in King's College London with responsibility for Programme approval, whether formally named as 'Faculty', 'Institute' or 'School'.

data, enabling the complete dataset to be downloaded into the relevant SITS fields as soon as the Programme is approved, with no separate creation process on SITS necessary.

1.3 SITS AS THE GOLD SOURCE OF DATA

Using OPAMA will enable the College to store information on SITS which was not previously stored in electronic form: notably the text entered to describe the educational aims and outcomes, with variations applicable to nested awards as appropriate, a description of the pattern of study etc. etc. The aim is to make SITS the 'gold source' of information about our programmes with a view to enabling information to be used in other publications such as the online prospectus, web pages and Departmental handbooks, without the need to key in the information again to another system, thereby ensuring consistency of information for students. Please therefore take care to ensure that the information you provide is of 'publishable' quality – but is also in language that is accessible to current and potential students.

1.4 PROGRAMME SPECIFICATIONS

Each year, King's is obliged to publish on the extranet a programme specification for every taught programme of study. Another advantage of holding all the data on SITS is that the Programme Specifications can be produced via the Insight Reporting tool and versioned according to the relevant academic year.

2. Before you start

2.1 KNOW THE UNIVERSITY'S PROCESS FOR APPROVING NEW PROGRAMMES OF STUDY

An overview of the process is described on the Q&AS web page:

<http://www.kcl.ac.uk/aboutkings/quality/academic/prog/approvalmod.aspx>

- (a) A department which wishes to propose a new programme must firstly consult with their Dean of Faculty (Institute/School);
- (b) Following this consultation a Programme Proposal Form must be submitted to the Programme Development and Approval Committee. If the proposal includes collaborative activity then the Collaborative Provision Proposal form must also be submitted;
- (c) Once initial agreement has been given by the Programme Development and Approval Committee, the department must complete the Programme Approval Form (PAF) and business plan, following the approval procedure and related guidance and submit to their Faculty (Institute/School) Education Committee (FEC) for their consideration and sign-off;
- (d) Once FEC have agreed the PAF and business plan then these are sent to the Programme Development and Approval Committee for final approval

The OPAMA Programme Approval task replaces (c) and (d) on the above list, and adds the creation of the new programme on SITS as the final, post-approval, outcome.

2.2 KNOW YOUR LOCAL PROCESSES AND PROCEDURES

Make sure you check out your local departmental and Faculty processes. Proposals will have to go through some kind of department-level scrutiny to ensure that it fits the departmental strategy as well as that of the Faculty and the university. OPAMA enables you to build and save a draft version of your proposal, to email your draft to appropriate people, and once you've received their feedback, to make and save any necessary amendments to your draft before making a formal online submission to the School.

2.3 GET PROGRAMME ROUTE CODE(S) FROM YOUR FACULTY'S QUALITY ADMINISTRATOR

The OPAMA programme approval process does not require any practical knowledge of SITS; however, some of the questions asked early in the process are designed to enable the assembly of the various components of the codes which will be transferred to SITS on approval. But before you start to build the programme you will need to obtain from your Faculty Quality Assurance Administrator a unique set of discretionary letters to form the final part of the course code; this is called the 'route code'. One code needs to be assigned to each academic pathway for admissions purposes; codes must comply with the following schema:

Type of Programme	Route code			
	Designation code	Add this no. of characters	Example (existing ROU code)	= existing programme
Undergraduate single honours	S	2	SEZ	English (BA)
Undergraduate major/minor	M	4	MPHCS	Physics <i>with</i> Computer Science (BSc)
Undergraduate Joint	J	4	JWAHY	War Studies <i>and</i> History (BA)
Intercalated	I	2 or 4 depending whether Single, Maj/Minor or Joint	IPS	Philosophy (Intercalated BSc)
Integrated Master's	Depends whether Single, Maj/Minor or Joint	2 or 4 depending whether Single, Maj/Minor or Joint	JRBGS	Robotics & Intelligent Systems (MSci)
Master's degree	T	3	TRBT	Robotics (MSc)

It is possible to change these codes during the OPAMA process, However, if your programme is not approved, or you decide to abandon it at any stage of the process, you can use the 'Discard' button to ensure that the code can be re-used.

3. Access to OPAMA Programme Approval

3.1 PRS RECORD ON SITS:

Before you use OPAMA for the first time, you should check with your Faculty's Quality Administrator (or equivalent) that your PRS record (outline staff data held on SITS which enable you to access and use Student Records) is up to date. To be able to use OPAMA your PRS record should show

- Your unique PRS code, e.g. ACS01
- Your name
- Your Faculty
- Your Department
- Your King's email address

If any of these details are missing, you will find that you are not be able to proceed with the OPAMA processes, even if you can access OPAMA itself. Your Quality Administrator will either be able to update these records him/herself, or direct you to someone who can do this.

3.2 NEW STAFF

If you are a new member of staff, your Faculty will need to arrange for a PRS record to be set up for you from scratch. You will then use your assigned PRS code to complete an authorisation process so that IT Services can set up an 'academic' user account in the 'Student Records' portal. You will be sent login details by IT once this has been done.

3.3 LOGGING IN

Log into Student Records using your academic access credentials, which are normally the same as those you use for King's email (fig. 1):

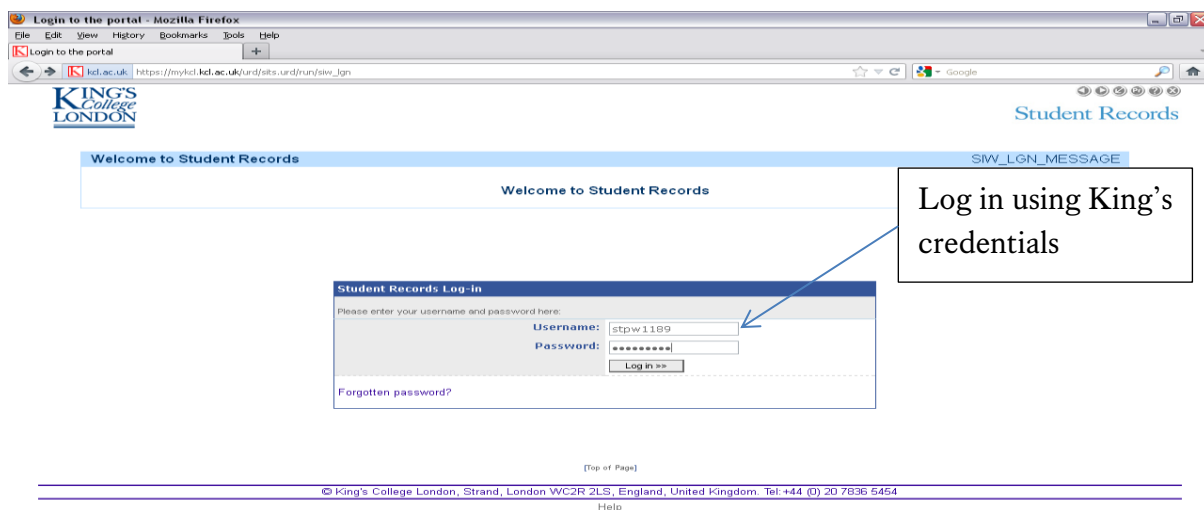


Fig. 1

From the academic staff landing page, click on the 'OPAMA' tab (fig. 2):

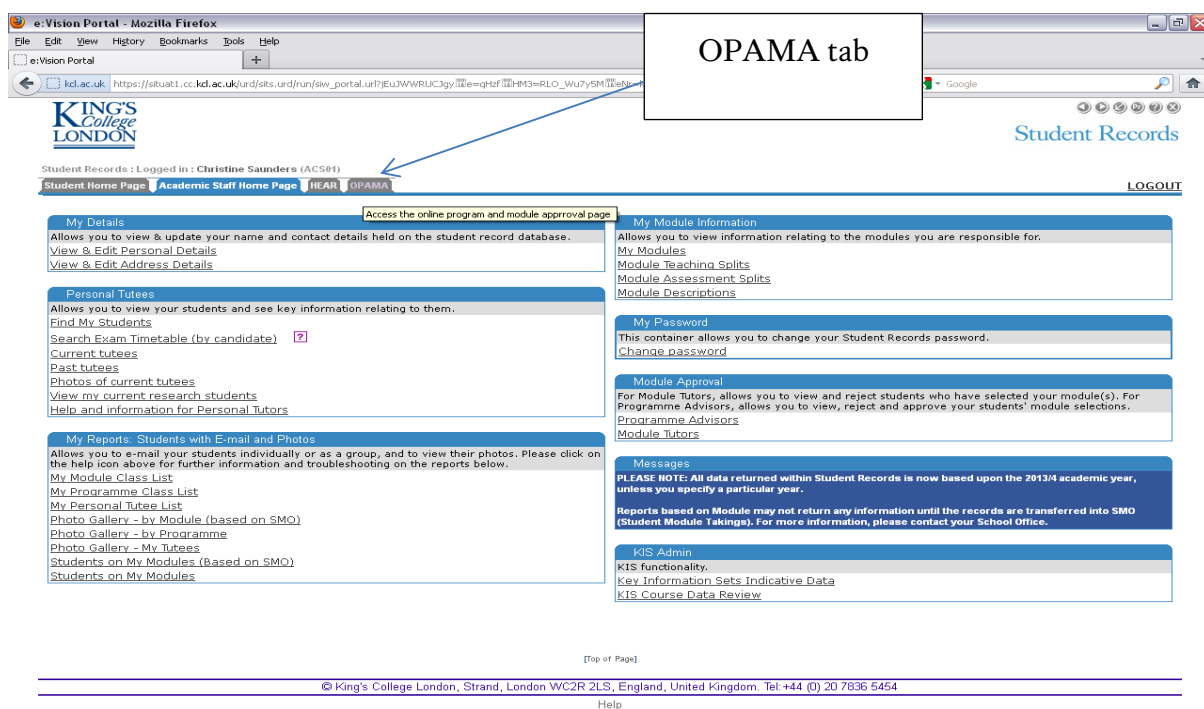


Fig. 2

From the OPAMA landing page, choose 'Create new programme' from the 'Programmes' container (fig. 3):

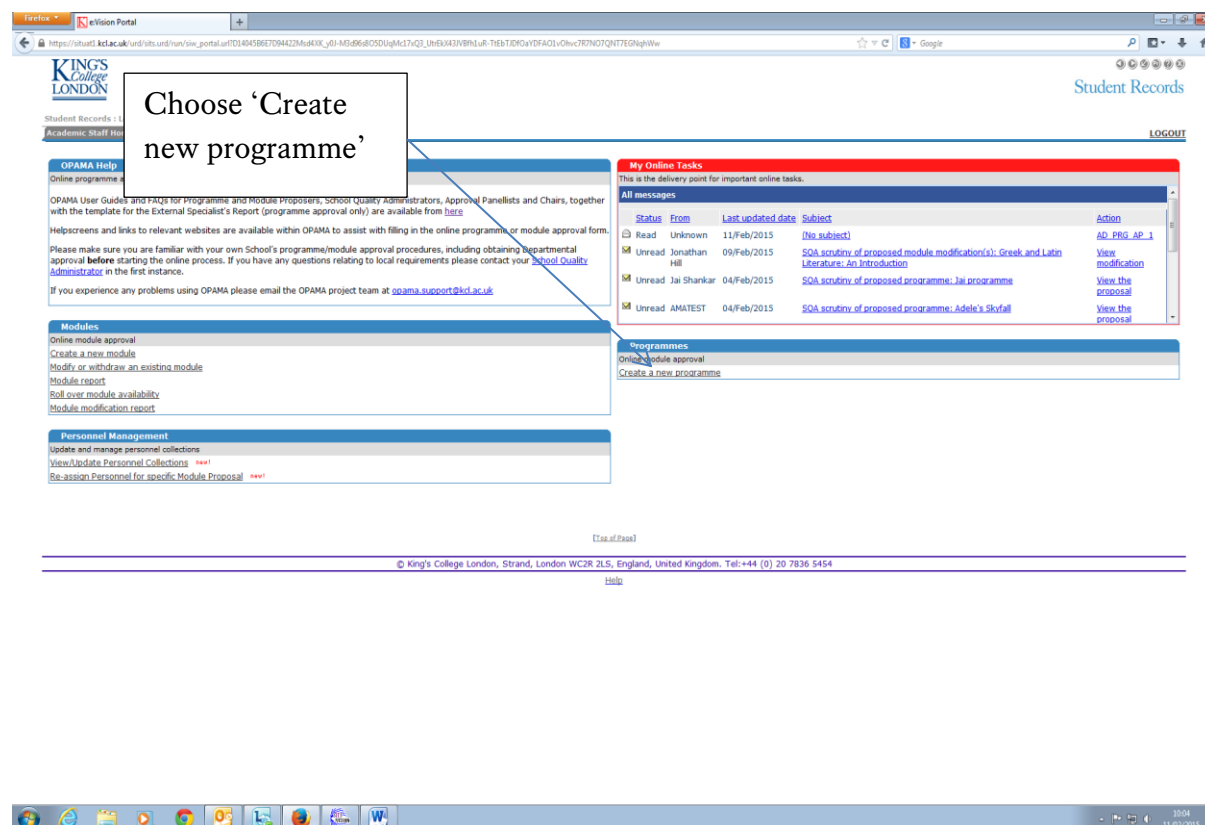


Fig. 3

3.4 PROCESS DIAGRAM (STAGE 1)

On entering the Programme approval task, you will see the process diagram showing that as the proposer of the new programme you are at Stage 1 of the process (fig. 4):

Create a new programme

Welcome CHRISTINE SAUNDERS.

King's College London programme approval process is online. If you need help or advice we recommend that you contact your [Chair of the Approval Panel](#) or [School Quality Administrator](#). If you are in a different faculty from the programme you are proposing you should consult the Chair or SQA in that faculty.

Detailed guidance on quality assurance matters can be found [here \[PDF\]](#) and by contacting [Quality and Academic Support](#)

The Programme Approval Process					
Stage 1 Programme Proposer	Stage 2 School Quality Administrator	Stage 3 Programme Approval Panel/ equivalent (Offline process)	Stage 4 School Quality Administrator	Stage 5 Quality & Academic Support	Stage 6 Outcome
Following PDAC agreement to develop programme proposal further, enters details to system	Checks what has been entered. Has the ability to amend programme proposal. Takes off line to Programme Approval Panel/equivalent	Reviews the proposal and approves/rejects programme	Makes any required amendments, records decision of Programme Approval Panel/equivalent and informs Quality & Academic Support	Informs PDAC of the outcome of the Programme Approval Panel/equivalent decision and following approval from PDAC, makes any final amendments and loads to SITS	Programme is added to SITS and people are notified

The OPAMA system works on the basis that the academic proposer of the programme and the School Quality Administrator will work together to populate the information required by the College both to comply with QA requirements and ensure the programme is set up on SITS.

Start Process

Fig. 4

When you're ready, click on Start Process

4. Confirming your personal details

4.1 CONFIRM YOUR DETAILS SCREEN

You are first asked to confirm your details, in order that the system can identify you and ensure you receive the requisite emailed confirmations and alerts. The information you see in fig. 5 is pulled from your PRS record in SITS:

Stage 1 Programme Proposer

Your details

Please check the information below. If it is incorrect please contact your [School Quality Administrator](#).

Personal Information	
Name:	CHRISTINE SAUNDERS
Email Address:	christine.saunders@kcl.ac.uk
Faculty/School:	Faculty of Arts & Humanities
Department:	Faculty of Arts & Humanities

Back Save and continue

Fig. 5

The data can only be amended in SITS, not in OPAMA, so if any of the details are missing or incorrect, please contact your Quality Administrator to get them corrected. Once all is as it should be, click Save and continue.

5. General principles of using OPAMA online forms

5.1 NAVIGATION

Each section of the form is numbered from 1-18 and contains introductory text and a numbered series of questions asking either for specific data chosen from lists, the answer ‘yes’ or ‘no’, free text boxes and opportunities to upload documents. Some questions are compulsory, but all can be amended later. Once you have completed a page, you must save it in order for it to be stored in OPAMA; the buttons at the bottom of each screen offer the following options:

- Save and continue – your data on that page is saved and the next screen will appear

- Save and exit – the data will be saved and you'll be prompted to exit the system. (When you re-enter the proposal via your task tray, you'll be taken to the page from which you exited.)
- Back – this takes you back to the immediately preceding page. *Tip: Always use the OPAMA 'Back' button, rather than the browser's back arrow key(↶) to go back a page when in OPAMA. Using the browser arrow key may cause the system to freeze and you may lose data.*
- Discard – use this option to abort your proposal if you need to. This will clear the proposal from your system and allow any codes which have been created to be re-used

5.2 USING TEXT IN OPAMA - SOME DO'S AND DON'TS

Do:

- write programme names etc. in sentence case
- when pasting information into a text box from a previously formatted document, e.g. Word, remove any formatting first
- when you've finished typing into an editable text box, tab out of the text box before saving your text

Don't:

- Use an ampersand (&) in any text box as it will cause any text containing an ampersand not to be transferred to SITS or appear on any output. SITS thinks an ampersand is a computing command
- Use Microsoft Smart (curly)quotes or double quotation marks (“”) as these will render as an odd character in SITS and on any output document
- Use a carriage return in a plain (non editable) text box containing information that will be transferred to SITS, e.g. the programme title – it will cause odd spaces and characters to appear on SITS.

5.3 UPLOADING DOCUMENTS

There are many opportunities to upload documents in the Programme Approval task. Here are some tips:

- Documents in most formats can be uploaded, e.g. Word, Excel, PowerPoint, PDF
- You can only upload one document per upload area – uploading a second document will automatically delete the first, so if necessary combined the information you wish to upload into one document first
- Each document can be a maximum of 1Mb in volume
- If uploading an email, you are strongly advised to paste its contents into Word first and then upload it in that format. While OPAMA can accept email format (.msp files), it is likely that most recipients of the process will not be able to open it in that format

6. COMPLETING THE ONLINE FORM - WALKTHROUGH

6.1 SECTION 1: PDAC APPROVAL TO PROCEED

Looks like (fig 6):

The screenshot shows a web form titled "Stage 1 Programme Proposer". The section is "Section 1: Programme Development and Approval Committee approval to proceed". It includes a note about PDAC approval and a list of required fields. Q1 is a file upload for the PDAC proposal form. Q2 is a date picker for PDAC approval. Q3 is a selection for the academic year and a dropdown for the start month.

Academic Staff Home Page | HEAR | UPARA

Stage 1 Programme Proposer

Section 1: Programme Development and Approval Committee approval to proceed

A new academic programme may not be developed until initial approval has been given by the Programme Development and Approval Committee (PDAC). Please refer to [Quality & Academic Support](#) for further guidance if you do not have this approval.

* denotes a required field

Q1 Please upload the Programme Proposal Form

No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Q2 Please enter date of approval by PDAC to proceed

Q3 When do you wish the new programme to start? *

Year:

☒ 2015/16 ACADEMIC YEAR
☐ 2016/17 ACADEMIC YEAR
☐ 2017/18 ACADEMIC YEAR
☐ 2018/19 ACADEMIC YEAR

Month:

Fig. 6

Q1 asks you to provide evidence that you have been given the go-ahead to proceed with the proposal by the Programme Development and Approval Committee. You can upload a copy of the relevant PDAC minute, or the text of an email from a responsible individual, e.g. the PDAC Chair or Secretary, your Dean of Faculty or Head of Department indicating that approval has been given. See Section 5.3 for tips on uploading documents.

Q2 Enter the date of approval by clicking on the calendar

Q3 Choose the academic year of the proposed first Year One intake, followed by the month the course will start each academic year (if there is more than one start month, enter the principal intake month).

6.2 CORE PROGRAMME INFORMATION

6.2.1 First screen: Questions 1-7 (see fig.7):

Stage 1 Programme Proposer

Section 2: Core Programme Information ?

Please answer the following questions about your proposed programme.

* denotes a required field

Q1 Proposed name of new programme (max 50 characters, exclude award title which will be added later) *

Electronic and Information Engineering

Q1a If the proposed name is different from the one approved by PDAC, please state why you wish to change it
(max 150 characters)

N/A

Q2 Please select the first character of the code obtained from your Faculty/Institute/School *

S

Q2a Please insert the remaining characters of the code *

EB

Q3 *Lead Faculty/Institute/School hosting the programme *

C Faculty of Natural & Mathematical Sciences

Q4 Department hosting the programme (or lead Department in the case of Combined Studies or Interdisciplinary degrees)

ccs Informatics

layout only

Q4a Please select the Campus where the programme will mainly be taught/administered

Strand Campus

Q5 Are academic units in any other Faculties/Institutes/Schools involved in the delivery or organisation of this programme?

- ☐ Yes
☒ No

Q6 If you are not the programme organiser who is?

CMS02 MOHAMMAD SHIKH-BAHAEI

Q7 What is the level of this programme within the qualifications framework? *

- ☐ 4 (e.g. Undergraduate Certificate)
☐ 5 (e.g. Undergraduate Diploma)
☒ 6 (e.g. Honours degree, MBBS, and all Integrated Master's degrees e.g. MSci, MEng, MPharm)
☐ 7 (e.g. MSc, MA, MRes etc.)

Back

Save and exit

Save and continue

Discard and exit

Save and return to summary

Fig. 7

Questions:

Q1: Enter the proposed subject name of the programme, e.g. History; – do not include the qualification(s) to be associated with it; this will be dealt with in later questions.

Q1(a): Occasionally discussions subsequent to the PDAC approval might have resulted in the subject name of the programme being different from that recorded in the PDAC minutes. If this is the case, explain the rationale for any change of name in the text box provided.

Q2 and Q3: These 2 fields are used to build the Route (ROU) code on SITS. Please don't just make up the answers, but consult your Faculty Quality Administrator as outlined in para. 2.3 above.

Q3: Insert the one-character code for the Faculty which will lead the programme. If you don't know the code, you can start typing a keyword from the faculty name; the dynamic search will find the code you're looking for.

Q4: Department codes have 3 letters, the first of which will normally be the Faculty code. As with the Faculty code, this is a dynamic search field which will narrow down to the code you're looking for.

Q4(a) Choose the campus on which the new programme will mainly be taught or administered. Drury Lane and the Virginia Woolf Building are both part of the Strand Campus.

Q5: If any academic units outside your Faculty are to be involved in the programme to the extent that they must also signify approval of this proposal, answer 'yes' to this question. If the extent of the involvement is provision of a few optional modules then you can answer 'no', although you will need to confirm that they are happy for students on the programme to take modules in this area. For example, students on many programmes are encouraged to take some language modules as part of their curriculum; this doesn't mean that the Faculty of Arts & Humanities needs to be involved in the approval process. However, if another faculty is providing a substantial part of the curriculum, you should answer 'yes'.

Q5(a) (only appears if the answer to Q5 is 'yes'): Please indicate by ticking one or more of the boxes, which other academic units should be included in the approval process.

Q6: Enter the PRS code of the programme organiser. The field will default to your own code, but you can delete this and add a different code. As a dynamic search field, you can put the person's surname or forename to narrow the search down to the code you need.

Q7: Choose the level of the proposed programme as indicated in the examples. If you need further guidance you can click on the link to the Qualifications Framework documentation. This will be the normal (and probably highest) qualification possible for the named programme – if there are nested awards they will be added later. Please note that under the qualifications framework an integrated master's degree is designated as Level 6, even though modules in the final year of the programme will most likely be at level 7.

Click [Save and continue](#) to go to the next screen in this section.

6.2.2 Second screen: Q8-Q12 (see fig. 8):

Stage 1 Programme Proposer

Section 2: Core Programme Information ?

This is an undergraduate or Integrated Master's programme.

* denotes a required field

Q8 What will be the normal length of the programme when studied full-time? *

☐ Not offered full-time
☐ Less than 12 months
☐ 1 year
☐ 2 years
☐ 3 years
☒ 4 years
☐ 5 years

Q8a What is the normal qualification following successful completion of this programme when studied full-time? *

UMEH4C - Master of Engineering (Hons) ▼

Q9 Does a separate part-time version of this programme need to be set up?
Most undergraduate programmes are full-time only, with the exception of some Nursing programmes. Most PGT programmes require both a full- and part-time setup on SITS.

☒ Yes
☐ No

Q10 What is the normal length of the programme when studied part-time? *

☐ Between 13 and 24 months
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6 years

Q10a What will the normal qualification following successful completion of this programme when studied part-time? *

---Please Select--- ▼

Q11 Please confirm the designation of the programme *

☒ Undergraduate single subject
☐ Undergraduate joint subjects
☐ Undergraduate major/minor
☐ Intercolated degree
☐ CPD Programme

Q12 Does the programme have more than one academic pathway?

☐ No
☒ Yes

Back

Save and exit

Save and continue

Discard and exit

Save and return to summary

Fig. 8

Questions:

Q8: Choose the normal length of study (full-time) for the programme. Your answer will dictate the qualification options available to choose from in the question below and will ensure the correct programme and course codes are set up on SITS. If the programme is not to be offered full-time, indicate this and you will be directed to the same question relevant to part-time programmes (Q10).

Q8(a) (appears once the length of study has been chosen): Choose the relevant qualification from the available options.

Q9: If separate part-time version of the programme will need to be set up on SITS, indicate 'yes' (applies to most postgraduate programmes but only a very few undergraduate programmes, most likely those in Nursing. UCAS programmes do not require a part-time version).

Q10: Choose the normal length of study (part-time) for the programme. Your answer will dictate the qualification options available to be chosen in the following question.

Q10(a): Select the relevant qualification from the available options, which are tailored to the length of study and the Faculty code provided in Q3 above.

Q11: Indicate the designation of the programme (the options list will be tailored depending on whether the programme is undergraduate or postgraduate).

Q12: If there is **more than** one academic pathway, answer 'yes' to this question. Broadly speaking, additional pathways would have some different core/compulsory modules and have a different academic focus requiring different aims and objectives from the 'main' pathway, and the final award would have a different title. This option should not be used merely to reflect a wide choice of optional modules.

Click on Save and continue to progress to the next screen.

6.2.3 **Third screen:** Additional Pathway(s) – see fig. 9:

Stage 1 Programme Proposer

Section 2: Core Programme Information ?

Only complete this section if the new programme has more than one academic pathway and you wish the name of appropriate pathway to be included on the final degree certificate, e.g. European Studies (French); European Studies (German).

The default academic pathway is:

Electronic and Information Engineering

Add another pathway

New pathway title (e.g. History (Ancient Peoples), max 100 characters)

Fig. 9

Additional academic pathway(s) (only appears if the answer to Q12 is 'Yes'): Enter the name of the first additional academic pathway and click **Add**. Repeat for additional pathways as desired. If the additional pathways are agreed by your Faculty then appropriate 'Route' codes will be appended later on in the process so that they are created on SITS following formal approval.

Click **Save and continue** once all additional academic pathways have been added.

6.2.4 Fourth screen: Summary of core information, Q12(a)-Q15 (see fig. 10):

ter (ZHB01)
AMA

Stage 1 Programme Proposer

Section 2: Core programme information ?

The following information you have provided will be used to create the course code on SITS for the new programme.

Core information	
The normal full-time qualification is:	UMEH4C Master of Engineering (Hons)
The lead School/Faculty code is:	Faculty of Natural & Mathematical Sciences
The designation is:	Undergraduate single honours
Name of programme is:	Electronic and Information Engineering
Pathway(s):	Electronic and Information Engineering

Please check the above summary carefully as it will be used to construct the course code used on SITS. If anything is incorrect please use the back button to return to the relevant question and amend your response to it. If everything is correct, please click 'Confirm' to create the SITS course code.

Confirm

layout only

Back

Save and exit

Save and continue

Discard and exit

Save and return to summary

Fig. 10

If you are happy with the information as presented, click Confirm to see the code constructed by the system based on your answers to the questions (see fig. 11):

Confirm

Course code and title

The course code on SITS for the new full-time programme will be: **UMEH4CSEB**
The full course title will be: **Master of Engineering (Hons) in Electronic and Information Engineering**

Q12 Please add Short Name of programme title (max 15 characters)

ELEC INFO ENG M

Fig. 11

Q12(a) (*screen number to be corrected*) Insert your own Short Name (for SITS) based on the qualification/subject title, to a maximum of 15 characters.

Q13, Q14, Q15: The final three questions on this screen are required for external reporting to HESA (fig. 12). Answer Yes or No to each of them.

The screenshot shows a form with three questions, each with 'Yes' and 'No' radio button options. The 'No' option is selected for all three questions. Below the questions is a 'layout only' button. At the bottom of the form are five navigation buttons: 'Back', 'Save and exit', 'Save and continue', 'Discard and exit', and 'Save and return to summary'.

Q13 Is this course available exclusively/specifically designed for a specific group of people and not available to other suitable qualified candidates?

☐ Yes
☒ No

Q14 Is this a Teacher training course?

☐ Yes
☒ No

Q15 Is this course exclusively for incoming study abroad/exchange students?

☐ Yes
☒ No

layout only

Back Save and exit Save and continue
Discard and exit Save and return to summary

[\[Top of Page\]](#)

Fig. 12

Click **Save and continue** to proceed to Section 3 of the form.

6.3 SECTION 3: AWARD DETAILS

6.3.1 First screen: Q1(a) to Q5 (see fig. 13)

Stage 1 Programme Proposer

Section 3: Award details ?

Master of Engineering (Hons) in Electronic and Information Engineering

Q1a Awarding institution/body

☒ King's College London
☐ King's and other institution

Q1c Teaching institution (HESA):

Student is taught wholly at reporting institution

Intended qualification

Q2 The final award title of the proposed programme is:

Electronic and Information Engineering

Q3 What is the minimum value of the final award?

480

Q4 What is the ECTS equivalent credit value?

240

Q5 Please detail any special criteria for the award of the degree

N/A

Fig. 13

Questions

Q1(a) Only choose 'King's and another institution' if the programme is a joint degree with another institution

Q1(b) (only appears if the second radio button is clicked): Please give details of the other institution. This is a dynamic search box, so enter the first few letters of a key word within the institution name and select the correct code. *Note: if this is a first collaboration the other institution may not be on the SITS table accessed from this search box. If this is the case, alert your Faculty Quality Administrator who will arrange for it to be added. You can move on through the form and add the information once it has been added to SITS.*

Q1(c) Choose the appropriate response from the drop-down list.

Intended qualification

Q2: This field is not editable. It will appear as the same name that you input in the previous section, so if it doesn't look correct, something has gone wrong there, and you should return to the relevant page(s) to rectify it.

Q3: Please enter the minimum credit value of the award. *Note: the value of some programmes have previously been entered as a range of credits, e.g. 180-185. This is not currently possible on OPAMA but a new field to enable a range to be input will be added in the next release. In the*

meantime add a note in the text box at Q5 under 'Special criteria' for the attention of the Faculty Education Committee and PDAC.

Q4: Put the minimum value here; if this too should be expressed as a range then add to the 'Special criteria' textbox.

Q5: Add any special criteria here.

Click **Save and continue** to proceed to the next screen in this section.

6.3.2 Second screen: Nested awards, Q6

If there are no nested awards contained within your proposed programme, you will be able to proceed directly to Q7 (Exit Awards). However, if you answer 'yes' you will see a subset of questions about the nested award which will both satisfy the Quality Assurance requirements and enable the nested programme to be built on SITS at the end of the process. A full definition of Nested Awards is included in the screen Help, as well as in the Quality & Academic Support Guidance. They must not be confused with Exit Awards.

The screenshot displays the 'Stage 1 Programme Proposer' interface. At the top, the King's College London logo is visible, along with user information: 'Student Records : Logged in : Helen Baker (ZHB01)' and navigation links for 'Academic Staff Home Page', 'HEAR', and 'OPAMA'. The main content area is titled 'Stage 1 Programme Proposer' and contains a section labeled 'Section 3: Award details' with a help icon. Below this, the 'Nested Awards' section is shown, including a note that an asterisk denotes a required field. The question 'Q6 Is there one or more nested award(s) within this programme?' is presented with two radio button options: 'Yes' (which is selected) and 'No'.

Fig. 14

Questions

Q6: Click either Yes or No. Clicking 'yes' will reveal the following set of questions (see Fig. 15):

Please add details of any nested awards available

Q6a What is the nested award of this programme? * UBEH3C - Bachelor of Engineering (Hons)

Q6b What is the title of the nested award? * Electronic and Information Engineering

Q6c What is the minimum credit value of the award? 360

Q6d What is the ECTS equivalent credit value? 180

Q6e Please detail any special criteria? N/A

Q6f What is the designation of the nested award? * ☒ Undergraduate single subject
☐ Undergraduate joint subjects
☐ Undergraduate major/minor
☐ Intercalated degree
☐ CPD Programme

Q6g Indicate the mode of attendance for the nested programme * Full Time

Q6h Units of length for the nested programme * YEARS

Q6i Min number of years/months/weeks it can be studied? * 3

Q6j Max number of years/months/weeks it can be studied? 10

Q6k If the title of the nested award is different from the main award, please insert its Route code here * SEB

Add

Fig. 15

Questions

Q6(a): Select the award (i.e. the qualification) of the nested programme from the drop-down list of available options

Q6(b): Enter a title for the nested award. This may be the same as that of the main award or different if the focus of the curriculum justifies it.

Q6(c)& (d): Enter a minimum credit value for the nested award and its ECTS equivalent; as with the main award, if there can be a range of values for these please state the range in the 'special criteria' text box, Q6(e).

Q6(e): Enter any special criteria for the award

Q6(f): Choose a designation for the nested award

Q6(g): Mode of study definitions are dictated by HEFCE. Only choose Full-time if the nested award entails periods of study of at least 21 hours per week, for at least 24 weeks of the year (this will be the case for the majority of courses). However, if the course is full-time in terms of attendance but does not last at least 24 weeks in one academic year, you should choose 'Full-time – other'. Only choose 'Distance learning' if the entire nested programme is delivered this way.

Q6(h) Choose the units of length to be used for the nested awards: in most cases this will be years but could be months or weeks depending on the type of programme.

Q6(i) and (j): Enter the minimum and maximum number of years/months/weeks (must agree with Q6(h) above) relevant to the nested award. There is a table of prescribed minimum and maximum periods in the QA Guidance.

Q6(k) If the title of the nested award is different from that of the main award (see Q6(b) above), it will need a different Route code which forms the final characters of the course code when the programme is set up on SITS. If you know your proposal will contain nested awards requiring a different Route code, please obtain this from your Faculty Quality Administrator, preferably before you start the process (see 2.3 above)

When you've answered all the above questions, click the **Add** button to make a record on OPAMA of the nested award. If there is more than one nested award, repeat the process from Q6(a) to Q6(k) and click **Add** for each new nested award you wish to create.

Warning: if you Save and Continue/Save and Exit without clicking Add, the details you have entered about nested awards will be lost.

The list of added nested awards should look like this (fig. 15):

(ZHB01)

Stage 1 Programme Proposer

Section 3: Award details

Nested Awards

* denotes a required field

Q6 Is there one or more nested award(s) within this programme?

☒ Yes
☐ No

Nested award(s) added

Award	Award Title	Credits / ECTS	Special criteria	Designation	Mode of attendance	Units of length	Min / Max number of units	Pathway code	Delete
UBEH3C - Bachelor of Engineering (Hons)	Electronic and Information Engineering	360/180	N/A	Undergraduate single subject	Full Time	YEARS	3/10	SEB	Delete

Fig. 15

Only once you have clicked on **Add** for the last time, click **Save and continue** to progress to the next screen.

6.3.3 Third screen: Exit Awards, Q7

If you answered 'no' to Q6 you will come directly from there to this page. The definition of Exit Awards is available in the Help section and the QA guidance. Exit awards are not created on SITS but are likely to be applicable if a student leaves before completing a main award (see fig. 16):

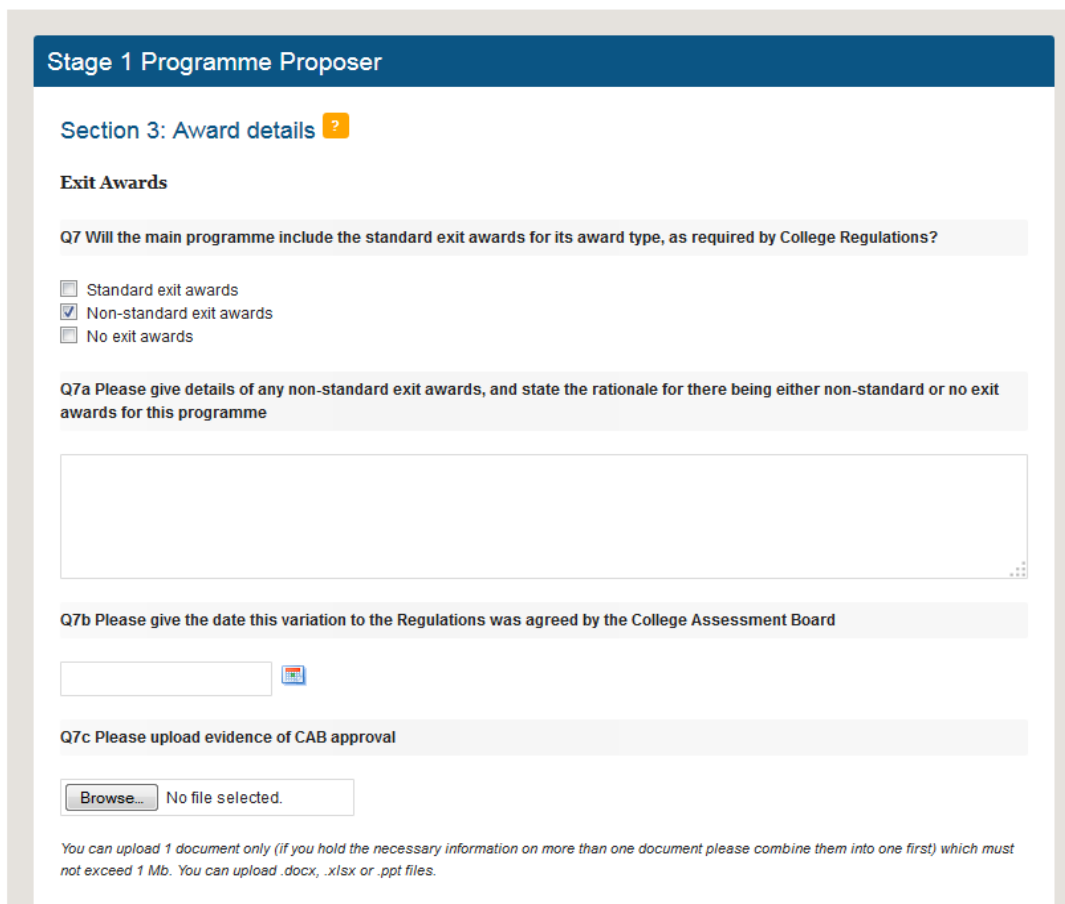


Fig. 16

Q7: King's has a standard set of exit awards approved under College Regulations, and OPAMA assumes these will apply by default unless you indicate otherwise. If you tick 'Standard exit awards' and Save and continue, this completes Section 3 and you will go directly to Section 4 of the form (Collaborative activity).

If you tick either of the other two boxes, the supplementary questions 7(a),(b), and (c) appear.

Q7(a): Enter details of any non-standard exit awards, and the rationale for using them. Similarly, a rationale is required if you do not wish your proposed programme to have exit awards at all. If there are nested awards, you'll need to consider the exit awards for these too. It is possible to tick both the 'standard' and 'non-standard' boxes if it's the case for example that your main award has standard exit awards but the nested award does not.

Q7(b) & (c) In either case, any variations to the College Regulations need to be approved by the College Assessments & Standards Committee (formerly the College Assessment Board); enter the date and evidence of approval as your responses to these questions.

Then click **Save and continue** to proceed to the next Section.

6.4 COLLABORATIVE PROVISION, PARTNERSHIPS AND PLACEMENTS

This section covers all types of collaborative provision, from formalised joint degrees with another institution to placement and internship partners and language study abroad university partnerships. Even if the programme as a whole is not offered in association with another institution, if part of the core curriculum is taught outside King's College London then there are collaborative elements to the programme which will need to be recorded in this section on OPAMA. More details and links to the QAS collaborative provision web pages are available in the Help tabs within this section.

6.4.1 First screen: Collaborative activity (Q1-Q3)

The first set of questions determines the level and type of collaborative activity (see fig. 17):

Stage 1 Programme Proposer

Section 4: Collaborative provision, partnerships and placements ?

Collaborative activity

Q1 Is this programme involved in any collaborative activities, or formal partnership with another institution either in the UK or abroad?

☒ Yes
☐ No

Q2 Does the collaboration involve one of the following:

Joint award within UoL ▼

Q2a Which institution will be responsible for the administration of the programme including admitting students?

King's College London ▼

Q2b Which institution will be awarding the degree?

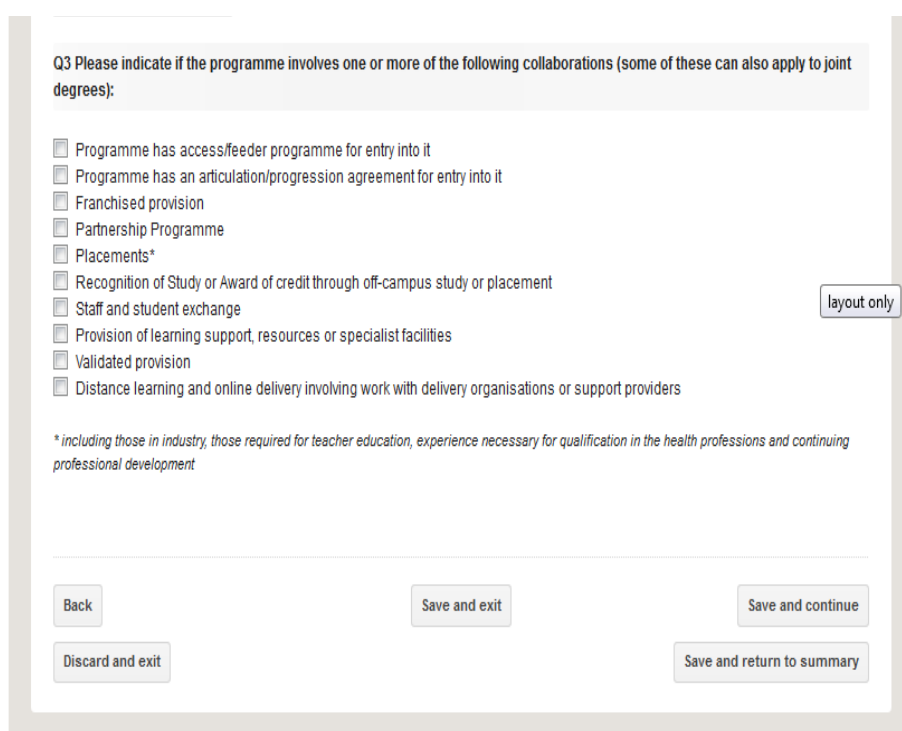
King's College London ▼

Fig. 17

Questions

Q1: The initial question establishes the basic level of collaboration, starting with a simple 'Yes' or 'No' response. If you answer 'no' to this question, you are saying that the entire programme is taught at King's by King's staff. You will bypass the rest of this section and be taken directly to Section 5. If you answer 'yes' the other questions on this page will appear.

Q2: This question determines whether the collaboration is at the highest level, i.e. the proposed programme is a fully-fledged joint, dual or multiple award. If in doubt about the definitions of these types of award, consult the QAS office. If you indicate one of these types of degree, you will also need to complete Q2(a) and Q2(b). If however you choose 'None of these' as your response to Q2, you will be asked to proceed directly to Q3 on the same page (see fig. 18). Note that Q3 will appear in either case, since joint or dual awards may well have other elements of collaboration within them, e.g. placements etc.



Q3 Please indicate if the programme involves one or more of the following collaborations (some of these can also apply to joint degrees):

- ☐ Programme has access/feeder programme for entry into it
- ☐ Programme has an articulation/progression agreement for entry into it
- ☐ Franchised provision
- ☐ Partnership Programme
- ☐ Placements*
- ☐ Recognition of Study or Award of credit through off-campus study or placement
- ☐ Staff and student exchange
- ☐ Provision of learning support, resources or specialist facilities
- ☐ Validated provision
- ☐ Distance learning and online delivery involving work with delivery organisations or support providers

* including those in industry, those required for teacher education, experience necessary for qualification in the health professions and continuing professional development

layout only

Back Save and exit Save and continue

Discard and exit Save and return to summary

Fig. 18

Q3: Choose as many categories of collaboration as are relevant to the proposed programme. Note that if the proposed programme includes a compulsory period of study abroad for which credit is awarded, this should be indicated as *Recognition of Study or Award of credit through off-campus study or placement*

Then click **Save and continue**.

6.4.2 Second screen: Details of institution(s) involved in the collaborative activity (Q4-Q5)

Details of partner institutions will be held on SITS for the first time as part of the data captured by OPAMA (see fig. 19):

Stage 1 Programme Proposer

Section 4: Collaborative provision, partnerships and placements ?

Details of institution(s) involved in the collaborative activity layout only

Q4 Please add details of all partner institution(s) involved in the collaboration by using keywords and selecting from the dynamic list. If an institution is not on the list please contact your SQA.

Add

Partner(s) added

INS code	INS Name	Country	Delete
B24	Birkbeck, University of London		Delete

Q4a Please indicate the type of collaborating institution

Other UK education provider - public sector ▼

Q5 Please upload a copy of the risk assessment form relating to the partnership agreement relevant to this proposal

Browse... No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Q5a Please also upload a copy of part 1 of the Partner Profile and checklist submitted to College Education Committee

Browse... No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Back Save and exit Save and continue

Discard and exit Save and return to summary

Fig. 19

Questions

Q4: This is a dynamic search box. Enter a keyword about the institution, e.g. 'Birkbeck' and select the institution code when it appears. Then click Add. Repeat for any other collaborative partners as necessary. *Note: because this is a new data gathering process, some*

partner institutions may not yet be recorded on SITS and will not be found in the search. If this is the case, contact the Planning & Analytics team to get the institution added to the background table so it can be selected, and add it later to your proposal.

Q4(a) Choose the type of institution from the drop-down list.

Q5 and 5(a): Upload the risk assessment pertinent to the collaboration, and also the Partner Profile and checklist as required under the university's collaborative provision policy.

Click Save and continue.

6.4.3 Third screen – Partnership programmes (Q6)

You will only see this screen if you ticked the 'Partnerships' box as part of your response to Q3 (fig. 20):

Stage 1 Programme Proposer

Section 4: Collaborative provision, partnerships and placements ?

Partnership Programmes

Q6a What is the nature of the involvement of the external body?

Provides teaching on a core module and facilities for the study of Klingon not found anywhere else in the university

Q6b Estimated average percentage of the programme to be delivered off-campus by the external body

10

Q6c What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Review meetings three times a year, surveys etc. etc.

Q6d Please upload the report of the visit to the off-campus location.

Browse... No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Back Save and exit Save and continue

Discard and exit Save and return to summary

Fig. 20

Questions

Q6(a): Describe the involvement of the partner(s), e.g. participation in teaching, provision of resources etc.

Q6(b): Estimate the percentage of the programme to be provided by the partner institution

Q6(c): Describe the monitoring regime in place to ensure the quality of the external provision.

Q6(d): Upload the report of the site visit to the off-campus location, as required by the university's Collaborative Provision policy.

6.4.4 Fourth screen: Placements, including study abroad (Q7-Q8)

This screen will appear if you included Placements, and/or Recognition of Study or Award of Credit via off-campus study or placement in your responses to Q3 (see fig. 21):

Stage 1 Programme Proposer

Section 4: Collaborative provision, partnerships and placements

Placements

* denotes a required field

Q7a Please indicate the off-campus study or placement type *

Placement

Q7b Please describe the nature of the off-campus study or placement, including how time will be spent, the length of time out and the number of off-campus or placements students can expect to take during the programme (max 500 characters)

Q7c Is this a compulsory part of the programme?

☒ Yes
☐ No

Q7d What is the total amount of credit to be gained from this activity?

15

Q7e Please indicate in which year(s) the off-campus study or placement type takes place

Master of Engineering (Hons) in Electronic and Information Engineering (JMEH4CSEB):

☐ 1
☒ 2
☐ 3
☐ 4

Q8 Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body (max 250 characters)

Back Save and exit Save and continue Discard and exit Save and return to summary

Fig. 21

Questions:

Q7(a): Choose an off-campus study or placement type from the drop-down.

Q7(b)-(e): Describe the essential details of the period(s) of the study or placement as requested

Q8: Where the study/placement isn't a requirement of a statutory body, give a brief rationale for its presence in the programme

Click **Save and continue** to proceed to the next page.

Fifth screen: Validation or accreditation by a professional, statutory or regulatory body (Q9-Q14)

This screen asks you to provide information about any relevant validation timetables which should be borne in mind when considering the proposed programme for approval (see fig 22):

Section 4: Collaborative provision, partnerships and placements

Validation or accreditation by a professional, statutory or regulatory body

Q9 Does the programme require validation or accreditation by a professional, statutory or regulatory body (PSRB)?

☒ Yes
☐ No

Q10 Please select the PSRB by typing a keyword in the search box. To see the full list, type 0 (zero) If the PSRB is not on the list, please contact your SQA

Q11 Date validation/accreditation commenced:

Q12 Frequency of validation/accreditation (years)

Q13 Date of most recent validation/accreditation

Q14 Date of next validation/accreditation

Navigation buttons: Back, Save and exit, Save and continue

Fig. 22

Questions

Q9: Answering 'No' to this question means you have finished the Collaborative Provision section and can proceed to Section 5. Answering 'Yes' to the question will cause Q10-Q14 to appear.

Q10: This is a dynamic search box. Enter one or more keywords and select the validating body when it appears on the search list. If this proposal involves a new validating body not yet on SITS (i.e. it doesn't appear when you search for it), contact your Faculty Quality Administrator who will arrange for it to be added. You can bypass this question for the time being if necessary.

Q11-Q14: Enter the details of the validation cycle in the relevant fields.

Click **Save and continue** to move on.

6.5 SECTION 5: MODES OF ATTENDANCE AND LENGTH OF STUDY

This section records whether the **main programme** is to be offered full-time, part-time or by distance learning only (if there are nested awards you will have encountered some of these questions already in Section 3, Q6(g) and (h)).

See Fig. 23:

Stage 1 Programme Proposer

Section 5: Modes of attendance and length of study ?

Main programme: Master of Engineering (Hons) in Electronic and Information Engineering

* denotes a required field

Q1 Please confirm the mode of attendance, units of length, and the min/max number of units for the main programme(s).

Mode of attendance * **UMEH4CSEB (full-time programme)**
Full Time

Does the full-time course offer at least 21 hours of study (includes both tuition and private study) per week for at least 24 weeks of the year?
☒ Yes
☐ No

Units of length *
YEARS

Min number of years/months/weeks it can be studied? *
4

Max number of years/months/weeks it can be studied?
10

Back Save and exit Save and continue
Discard and exit Save and return to summary

Fig. 23

The example above shows only a full-time option. If you previously indicated that a part-time version of the programme needs to be set up on SITS (Section 2, Q9), this screen will contain 2 columns of data instead of one.

Q1: The drop-down list will default to 'Full-time'. You will need to change it to 'Full-time – other' if you answer 'no' to the question below. Choose a unit of length (years, months, or weeks), and enter the minimum and maximum periods of study available in that mode of attendance, expressed in the currency you selected. The minimum and maximum lengths of the programme must accord with the lengths of programmes as stipulated in the College Regulations for taught programmes (a link to the Regulations is available from the Help screen). The maximum period of study as stated includes any periods of interruption.

Click **Save and continue** to proceed to the next section.

6.6 SECTION 6: PROGRAMME DURATION

This section concerns the shape of the period(s) of study which make up the programme. See Fig. 24:

Section 6: Programme Duration ?

* denotes a required field

Q1 When will the programme run? *

Standard undergraduate year ▼

Q2 Are there any additional entry points to the programme?

☒ Yes
☐ No

Q2a What other entry points to the programme are there? (max 250 Characters)

Q3 If any of the years of the programme are longer than standard, please give details (max 250 Characters)

Back Save and exit Save and continue
Discard and exit Save and return to summary

Fig. 24

Questions:

Q1: Choose the running length of the 'academic year' (or period of study, if shorter than an academic year). The list will default to either the undergraduate standard year or the postgraduate standard year, depending on the level of the programme. These both assume that the year starts in September. There are other options to start in January or April, or you can select 'other' – if you do this, Q1(a) will ask for further details of the non-standard period.

Q2 If there are additional entry points, answer 'no'. You will then be prompted to add these in Q2(a).

Q3 Give details of any non-standard lengths of study within an otherwise 'standard' duration.

Click **Save and continue** to proceed to the next section.

6.7 EDUCATIONAL AIMS

This is a BBEdit text box which means you can use basic formatting functions (but please see 5.2 above, in particular the request not to use ampersands or single quote marks). There is a 5,000 character limit (approx. 600 words). See Fig. 25:

Stage 1 Programme Proposer

Section 7: Educational Aims ?

Please enter the educational aims for this programme below, stating any variations for nested awards if applicable. Please use language which is accessible to students: (max 5000 Characters)

body ul li

For help and more information visit <http://www.kcl.ac.uk/aboutkings/quality/academic/prog/approvalmod.aspx>

Back Save and exit Save and continue Discard and exit Save and return to summary

Fig. 25

If you are copying/pasting text from another document, please make sure you tab out of the text box before you save your text.

Please consult the Quality & Academic Support Guidance for programme proposals (there is a link from this page) for details of what is required for quality assurance purposes.

Click **Save and continue** to proceed.

6.8 SECTION 8: EDUCATIONAL OBJECTIVES

This section asks you to enter a series of educational objectives in four categories, using 4 consecutive screens: Knowledge and understanding; Intellectual skills; Practical skills, and Generic/transferable skills. The first of these sub-sections is shown below (Fig. 26):

Stage 1 Programme Proposer

Section 8: Educational Objectives

Q1 Please enter the educational objectives for this programme as relevant to the SEEC Credit Level Descriptors and indicate the teaching/learning methods/strategies and assessment methods used to achieve these. Your responses should include any variations for nested awards if applicable. Please use language which is accessible to students.

For help and more information visit <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Q1a Knowledge and understanding

The programme provides knowledge and understanding of the following (max 5000 Characters)

General and advanced electronic and information engineering design techniques

body p

These are achieved through the following teaching/learning methods and strategies (max 5000 Characters)

Acquisition of 1, 2 and 3 is through all modules studied and engaging in lectures, tutorials and laboratory experiments.

body

They are achieved through the following assessment methods (max 5000 Characters)

Tests of the knowledge base is through unseen written examinations, assessed essay coursework, simulation based coursework, project reports and presentations

body p

Fig. 26

Questions

Q1(a) Describe (usually in list form) the areas of knowledge and understanding to be acquired by students taking the programme. Please use numbers or letters to define your lists, rather than bullet points, which will not render well when the text is transferred to SITS fields. Using numbers/letters will also make it easier to refer to items on the list when you complete the following two fields.

Q1(b) Describe/list the teaching methods/strategies which will be used to achieve the areas of knowledge and understanding listed above.

Q1(c) Describe/list the methods of assessment that will be used to achieve the areas of knowledge and understanding listed above.

Click [Save and continue](#).

Repeat this process for the other 3 objective types, clicking [Save and continue](#) after you have completed each.

Q2(a), (b), and (c) ask the same questions about Intellectual skills.

Q3(a), (b), and (c) ask about Practical skills

Q4(a), (b), and (c) ask about Generic/Transferable skills

6.9 SECTION 9: QAA BENCHMARKING

In this section you will provide information for the Approval Panel and for the Quality & Academic Support office the relevant reference documents which have informed the programme proposal (see Fig. 27)

Stage 1 Programme Proposer

Section 9: QAA Benchmarking ?

QAA Subject Benchmarking

For help consult one of the following:

- Undergraduate: <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Honours-degree-benchmark-statements.aspx>
- Postgraduate: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Master%27s-degree-benchmark-statements.aspx>

Q1 Please indicate the relevant QAA subject benchmark and/or professional, statutory and regulatory body guidelines. (max 5000 Characters)

Engineering and Computing

Institute of Engineering and Technology (IET)
Michael Faraday House, Six Hills Way,
Stevenage, SG1 2AY, United Kingdom

Q2 Please state how the programme has been informed by relevant subject benchmark statement(s) and/or professional, statutory and regulatory body guidelines (max 5000 characters).

The programme is informed by the QAA subject benchmarks for Engineering, Computing and the Framework for Higher Education Qualifications

Q3 Please upload any supporting documentation.

Browse...

No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Back

Save and exit

Save and continue

Save and return to summary

Discard and exit

Fig. 27

Questions

Q1: Provide a list of benchmarking documents (with urls if applicable) which have been used to inform the quality of the proposed new programme of study. If a Professional, Statutory and Regulatory Body is involved, cite its guidelines here too.

Q2: Describe how the above documents have informed the thinking behind, and the construction of the programme

Q3: You can upload a supporting document here if you wish.

Click Save and continue to proceed.

6.10 SECTION 10: DEPARTMENT CONTRIBUTION TO TEACHING

This section asks for information about the teaching resources which will contribute to the teaching on the proposed programme. It is used by King's to determine which Faculty/Departments receive a proportion of the tuition fee income (see Fig. 28):

Stage 1 Programme Proposer

Section 10: Department contribution to teaching ?

For all interdisciplinary degrees (both UG and PGT), please add the names of all Departments involved in the teaching and assessment of the programme

To do this:

1. Type the department code if known or search by name
2. Add the percentage of their involvement in the "contribution to teaching" box
3. Click on the "Add department"
4. The selected department and the percentage of its involvement will appear at the top of the screen.
5. Repeat until the total contribution adds up to 100%

Departments(s) added

Department	% contribution	Delete
Informatics	100	Delete

Q1 Please enter/confirm the department and the percentage of teaching they will be undertaking on this programme.

Department

Percentage contribution to teaching

100

Add department

Q2 Please describe briefly the nature of the contribution of each Department named above (max 250 characters)

N/A

Q3 In the case of undergraduate Joint Honours programmes please provide a rationale for the particular subject combination; either pedagogical or academic (max 500 characters)

N/A

Back

Save and exit

Save and continue

Discard and exit

Save and return to summary

Fig. 28

Questions

Q1: Follow the instructions on the page to add the relevant number of Departments, which can be from any Faculty within King's. If the programme is truly interdisciplinary and involves a number of departments, it may be difficult to estimate accurately the percentage to be attributed to all of them. In this case it may be easier to complete Q2 first. Remember to click 'Add' for each of the departments which are involved, in order to create a list whose percentages add up to 100.

Q2: Briefly describe the nature of the contribution of each of the named departments.

Q3: This is a QA requirement, applicable to undergraduate Joint Honours degree programmes only, to ensure that there is a rationale for putting the two subjects together.

Click **Save and continue** to proceed.

6.11 SECTION 11: NEW RESOURCE REQUIREMENTS

Use this section to make it clear to the approval Panel that preparations have been made to ensure that the new programme will be properly resourced in terms of Library, IT, and any other resources (see Fig. 29):

The screenshot shows a web form titled 'Stage 1 Programme Proposer'. The section is 'Section 11: New resource requirements'. It contains two questions, Q1 and Q2, each with a 'Yes' radio button selected. Q1 asks about new Library resources, and Q2 asks about new Information Technology resources. Both questions have a text area for additional details. Q1's text area contains 'Subscription to e-journal' and Q2's contains 'Use of database'.

Stage 1 Programme Proposer

Section 11: New resource requirements

Q1 Are there any new Library resources needed needed for the delivery of this programme?
e.g. subscriptions to e-journals, new/additional licences, copyright considerations

☒ Yes
☐ No

Q1a Please state any other extra, unbudgeted resources needed for the delivery of this programme (max 300 characters)

Subscription to e-journal

Q2 Are there any new Information Technology resources needed for the delivery of this programme?
e.g. databases, new/additional licences

☒ Yes
☐ No

Q2a Please state any other extra, unbudgeted resources needed for the delivery of this programme (max 300 characters)

Use of database

Q3 Are any other new resources needed for the delivery of this programme?
e.g. teaching space, staff offices, e-learning support, support from central services

☒ Yes
☐ No

Q3a Please state any extra, unbudgeted resources needed for the delivery of this programme (max 300 characters)

Two more staff offices will be required

Q4 Upload approval documentation (e.g. email text) from relevant College staff
e.g. ITS, School management Accountant, Academic Facilities Manager, etc

No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files [plus .pdf]

NB If extra resources are required but no evidence of approval is provided, the programme may not be approved.

Fig. 29

Questions

Q1-Q3: Answering ‘Yes’ to any of these questions will cause a text box to appear in which you should describe the necessary new resources that have been or are in the process of being approved.

Q4: Upload any documentary evidence of approval for the items listed above. To save upload space, if you have approvals from more than one source, please paste them together in one document and upload this.

Note that no assumption of un-budgeted new resource can be made, and the Approval Panel will take this into account when considering the proposal.

Click Save and continue to proceed.

6.12 SECTION 12: STUDENT NUMBERS AND FEES

In this section you are asked to provide estimates of student numbers and clarify the fee arrangements. Your responses should replicate what has been agreed in the business plan for the new programme. See Fig. 30:

Stage 1 Programme Proposer

Section 12: Student numbers and fees

Q1 What is the estimated intake of Home/EU students per year

	Year 1	Year 2	Year 3
Full-time	20	20	20
Part-time			

Q2 What is the estimated intake of overseas students per year

	Year 1	Year 2	Year 3
Full-time	5	5	5

Q3 What is the major source of funding for this Programme?

HE FUNDING COUNCIL FOR ENGLAND

Q4 Will the tuition fees be at the standard level detailed in the College's fee schedule?

☐ Yes
☒ No
☐ Not yet determined

Q4a Please provide further details of the intended fees, including a rationale for the difference from the standard (max 300 characters)

Q5 Is the programme eligible for NHS bursary?

☐ Yes
☐ No

Q6 Should the fees be billed at the programme or unit (module) level?

Programme

Back

Save and exit

Save and continue

Fig. 30

Questions

Q1, Q2: Insert the estimated intake for the start date plus 2 years, of both full-time and part-time students, both Home/EU and Overseas.

Note: the part-time numbers should be entered as actual students, not ftes.

Q3: Choose the main source of funding from the drop-down list. This relates to the *fundability* of programmes, and doesn't indicate that King's actually receives any block grant. So, for example, at the present time the main source of funding for a new undergraduate programme in Arts & Humanities should be 'HE Funding Council for England', despite the fact that we no longer receive teaching money from HEFCE for these courses. Postgraduate programmes are likely to be funded entirely by student tuition fees. If in any doubt, consult the Planning & Analytics Department for advice.

Q4 and Q4(a): Please insert information about the level of tuition fees. If you click 'No' to the question, you will be asked to provide details of the non-standard fee which is to be charged, and provide a rationale for it (Q4b)

Q5: If the programme is eligible for an NHS Bursary, indicate here.

Q6: Indicate whether the programme should be billed at the programme or module level (for most degree courses we currently invoice at the programme level; shorter courses may be billed by the module.

Click **Save and continue** to move on.

6.13 SECTION 13: PROGRAMME STRUCTURE AND CURRICULUM

This section is used to provide details of the study pattern throughout the programme and to provide a list of the modules to be associated with it. The various text boxes should be completed in plain English in language which is accessible to potential and current students.

Variations for nested awards and additional academic pathways, if applicable, should be entered here.

6.13.1 First screen: Number of credits and annual pattern of study (Q1 & Q2): fig. 31:

Stage 1 Programme Proposer

Section 13: Programme Structure and curriculum

Q1 What is the minimum number of credits which must be taken in each year of the programme?

	Full-time (if applicable)	Part-time (if applicable)
Year 1	<input type="text" value="120"/>	<input type="text"/>
Year 2	<input type="text" value="120"/>	<input type="text"/>
Year 3	<input type="text" value="120"/>	<input type="text"/>
Year 4	<input type="text" value="120"/>	<input type="text"/>
Year 5	<input type="text"/>	<input type="text"/>

Q2 Please describe the pattern of study for each year of the programme, including any variations for nested awards and additional academic pathways where appropriate. You will be asked to add the module list on the next page.

Students must at least obtain an average mark of 55% at the end of year. Students who do not meet this criterion will be transferred to the **BEng** programme

Fig. 31

Questions

Q1: Insert the minimum number of credits which must be taken in each year of the programme.

Q2: Describe the basic study pattern of the programme on a year-by-year basis, including the breakdown of requirements for part-time study and variations for nested awards and additional academic pathways as appropriate.

Click **Save and continue** to proceed to the module list page.

6.13.2 Second screen: Module list (Q3) – see Fig. 32.

Stage 1 Programme Proposer

Section 13: Programme Structure and curriculum

Q3 Please list the modules associated with each year of study. If the module is already approved and on SITS, please type in the module code to retrieve the relevant data. Please additionally indicate if the module is a pre- or co-requisite to another, and insert the code of the related module

* denotes a required field

Add modules

Category	Value
Year *	--- Please Select ---
Module code on SITS?	Yes
Module code	
Status	--- Please Select ---
Pre-requisite module	
Pre-requisite module 2	
Co-requisite module	
Co-requisite module 2	
Assessment	<input type="checkbox"/> Coursework <input type="checkbox"/> Written Examination <input type="checkbox"/> Practical examination

Add module

List of added modules

Year	Module code	Module title	Credit level	Credit value	Status	Pre-req module(s)	Co-req module(s)	Assess	Delete
------	-------------	--------------	--------------	--------------	--------	-------------------	------------------	--------	--------

Back **Save and exit** **Save and continue** **Discard and exit** **Save and return to summary**

Fig. 32

Q3 Add modules:

Create a list of modules to be associated with this programme by working down the list on the left of the screen as many times as needed. If the module is already on SITS, insert the module code if known, or a keyword or two from the title, and select the module when the dynamic search finds the one you're looking for. This will auto-populate the title field, the Level and the Credit Value fields. If the module isn't yet approved you can enter it manually by title (it will need to be added fully once it is on SITS); manually enter the

module's Level and Credit Value. For all modules, choose a status (core, compulsory etc. for each module; indicate whether it is a pre- or co-requisite and if so, to which other module(s); and finally, indicate which mode(s) of assessment it employs. Then click Add to create the list (see fig. 33):

Stage 1 Programme Proposer

Section 13: Programme Structure and curriculum

Q3 Please list the modules associated with each year of study. If the module is already approved and on SITS, please type in the module code to retrieve the relevant data. Please additionally indicate if the module is a pre- or co-requisite to another, and insert the code of the related module

* denotes a required field

Add modules

Category Value

Year* 1

Module code on SITS? Yes

Module code

Status Compulsory

Pre-requisite module

Pre-requisite module 2

Co-requisite module

Co-requisite module 2

Assessment

☐ Coursework
☐ Written Examination
☐ Practical examination

List of added modules

Year	Module code	Module title	Credit level	Credit value	Status	Pre-req module(s)	Co-req module(s)	Assess	Delete
1	4CCP1351	Mathematical Methods in Physics 1	4	15	Compulsory			Coursework Written Examination	Delete
1	4CCS1PRA	Programming Applications	4	15	Compulsory			Written Examination	Delete

Fig. 33

Repeat the process until all the modules intrinsic to the programme are listed. The following two screens will give you the opportunity to add special factors to the curriculum if applicable.

Click **Save and continue** to proceed to the next screen in this section.

6.13.3 Third screen: Free-choice options (Q4) – see Fig. 34:

Stage 1 Programme Proposer

Section 13: Programme Structure and curriculum

Q4 Please note any 'free choice' options here (e.g. Students may take 15 credits from any Level 4 modules in the School of X; Students may take 15 credits in the Modern Language Centre at level 4 or 5 etc; 300 max characters)

Students may take up to 20 credits outside the faculty of Arts & Humanities.

layout only

Back Save and exit Save and continue Discard and exit Save and return to summary

Fig. 34

Q4: Add any 'free choice' options in the text box. Then click **Save and continue**.

6.13.4 Fourth screen: more special factors (Q5-Q10) see Fig. 35

Stage 1 Programme Proposer

Section 13: Programme Structure and curriculum

Q5 If a Master's programme, are level 6 credits permitted within the programme?

☐ Yes
☒ No

Q6 What is the maximum number of credits permitted within a condoned fail (core modules excluded)?

45

Q7 Are students permitted to take additional credits, as per regulations

☒ Yes
☐ No

Q7a Please give details (max 150 characters)

(continued on next page)

Q8 Are students permitted to take a substitute module, as per [regulations](#)?

☒ Yes
☐ No

Q8a Please give details (max 150 characters)

Q9 Are there any exceptions to the regulations regarding credits, progression or award requirements, including differences to the requirements of pathways within a programme, or nested/exit awards?

☐ Yes
☐ No

Q10 Please add any additional information to explain the programme structure (max 300 characters)

Back Save and exit Save and continue Discard and exit Save and return to summary

Fig. 35

Questions:

Q5-Q9: Enter your responses to these questions appropriate to the kind of programme being proposed. There are links to the Regulations which you can consult if in any doubt. Answering ‘Yes’ to a question will normally cause a supplementary question to appear, requesting further details.

Q10: If there are any aspects of the study pattern that have not been covered in the preceding questions, add details here.

Click **Save and continue** when you’re done.

6.14 SECTION 14: EXAMINATION BOARDS AND MARKING

This section records details about the mechanisms for ratifying assessment marks and for awarding the proposed qualifications (see Fig. 36):

Stage 1 Programme Proposer

Section 14: Examination Boards and marking ?

Q1 Will the College's standard marking criteria be used for this programme?

☒ Yes, the programme will use the College's standard UG marking criteria
☐ Yes, the programme will use the College's standard PGT marking criteria
☐ No

Q2 To which Assessment Sub-Board will this Programme report? (max 150 characters)

Informatics board for UG programmes

Q3 Does this Assessment Sub-Board already exist?

☒ Yes
☐ No

Q4 Has the process for nominating External Examiners commenced?

☒ Yes
☐ No

Q4a Please detail any nominations if known (max 300 characters)

Professor William Webb, President-Elect of the IET
 Professor Lajos Hanzo, University of Southampton
 Professor Andrew Nix, University of Bristol
 Professor Yan Hao, Queen Mary College, University of London
 Professor Danil Mandic, Imperial College London

Fig. 36

Questions

Q1: This response will default to the standard UG or PGT marking criteria depending on the level of the proposed programme. However, you can change either to a response of 'No' if you propose to use a different set of criteria which has been agreed by the College Assessment and Standards Committee (formerly the College Assessment Board). Clicking 'No' will cause a supplementary upload facility (Q1(a)) to appear; please upload a document containing the non-standard marking criteria and the agreement by CASC (or CAB) to use it.

Q2,Q3: Enter the name of the Assessment Sub-Board (formerly Programme Board of Examiners) which will be responsible for the award, and indicate whether or not this Sub-Board already exists or needs to be set up.

Q4: If the process for nominating External Examiners has already commenced, you will be asked in Q4(a) to provide the names of any nominees already known.

Click **Save and continue** to proceed to the next section.

6.15 SECTION 15: INCLUSIVITY

This section asks you to indicate the measures taken to ensure that the proposed programme is inclusive to all students (see Fig. 37):

Section 15: Inclusivity ?

Please detail the measures to help ensure that the programme is inclusive to all students under each of the following categories:

Q1a Anticipatory (max 300 characters)

All students in receipt of an offer receive an information booklet on the support services offered by the College.

Q1b Flexible (max 300 characters)

A wide range of teaching methods are utilised. Assistance can be given in practical labs for those with mild disability - this has to be assessed in every individual case.

Q1c Collaborative (max 300 characters)

Individuals are assessed with the Faculty Disability Officer and the Departmental Education Co-ordinator or their nominee to identify what adjustments can be made to ensure the student has every opportunity for a full Engineering education on the course.

Q1d Transparent (max 300 characters)

Exam paper marking is carried out by two academics as first and second markers, and also the external examiners will check the detailed marking.

Q1e Equitable (max 300 characters)

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities

Fig. 37

Q1(a)-(e): Please explain the measures that you have in place to ensure that the following aspects of the proposed programme reflect the principles listed: the aims, objectives/learning outcomes, structure, teaching methods, learning activities, assessment, feedback, teaching and learning materials and course handbook/publicity.

Click **Save and continue** to proceed to the next section.

6.16 SECTION 16: ENTRY QUALIFICATIONS AND SELECTION PROCESS

This section asks for details of the initial criteria for entry to the programme. This information will be used by the Admissions Office as a starting point for their conversation with admissions tutors. Admissions criteria are reviewed annually and are not part of the Quality Assurance process. This section is divided into 3 screens dealing respectively with academic and additional criteria, selection processes...

6.16.1 First screen: Academic and additional criteria (Q1(a)-Q3): see Fig. 38:

Section 16: Entry qualifications and selection process

Academic Criteria

Q1a What are the academic criteria for entry to this programme? (please be as precise as possible)

☐ Degree
☐ Postgraduate degree
☐ Professional qualifications
☐ Aptitude tests
☐ English language requirements if different from the standard for the department/level

Additional criteria

Q2 Please select all additional entry criteria considered for entry to this programme and state whether they are compulsory, very desirable, desirable or not considered in the selection process

Criteria	Compulsory	Very Desirable	Desirable	Not considered
Community activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholastic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General activities/interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid or voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Shadowing/observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific employment requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Use this field to expand on any of the above and/or add other additional requirements if applicable (max 300 characters)

Back

Save and exit

Save and continue

Discard and exit

Save and return to summary

Fig. 38

Questions

Q1(a) Tick any that apply from the list of academic qualifications. Depending on what you've ticked, further details will be requested. On the example below (Fig. 39), which is part of a proposal for an undergraduate programme, the criteria ticked were A-Levels, aptitude tests, and non-standard English language requirements.

Stage 1 Programme Proposer

Section 16: Entry qualifications and selection process ?

Academic Criteria

Q1a What are the academic criteria for entry to this programme? (please be as precise as possible)

- ☐ GCSE
☐ AS Level
☒ A Level
☒ Aptitude tests
☒ English language requirements if different from the standard for the department/level

A Level: grade profile required

Other

A Level: please indicate profile here (alpha field, max 4 characters)

AAA

A Level: please state specific subjects required (max 150 characters)

AAA (or equivalent) with A in Maths OR Further Maths, and A in Physics, OR
A*AB (or equivalent) and A in Maths or Further Maths, and B in Physics

Aptitude tests: details and threshold for entry to the programme (max 150 characters)

English language requirements: details and threshold for entry to the programme (max 150 characters)

English language requirements: Obtain an IELTS score of 6.6 (minimum 5.5 in all skills) or a TOEFL score of 580 (paper based) or 93 (internet based)

Additional criteria

Q2 Please select all additional entry criteria considered for entry to this programme and state whether they are compulsory, very desirable, desirable or not considered in the selection process

Criteria	Compulsory	Very Desirable	Desirable	Not considered
Community activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Scholastic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
General activities/interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Paid or voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Work Shadowing/observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Specific employment requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q3 Use this field to expand on any of the above and/or add other additional requirements if applicable (max 300 characters)

N/A

Fig. 39

You will notice that new fields have appeared asking for details of the A-Level grade profile and specific subject requirements. There are also text boxes to describe the aptitude tests and the English Language requirements. Similarly tailored fields will appear if the programme is postgraduate (e.g. first degree classification and any specific subject requirements).

Q2: Please select and prioritise any additional criteria that may be a requirement or desirable for applicants to have achieved.

Q3 If there are any other requirements not covered in either Q1 or Q2 they can be noted in the text box.

6.16.2 Second screen: Interview policy and other requirements (Q4): see Fig. 40:

Stage 1 Programme Proposer

Section 16: Entry qualifications and selection process ?

Interview policy

Q4 Will interviews be conducted for entry to the programme?

☒ Yes
☐ No

Q4a Please state the criteria for offering an interview
e.g. all candidates under consideration; only those with unusual qualifications/circumstances etc. (max 300 characters)

Q4b What form does the interview take? (max 150 characters)

Q4c What is considered at interview? (max 150 characters)

Fig. 40

Question

Q4: If interviews are to be conducted for entry to the programme, click 'Yes', which will make Q4(a), (b) and (c) to appear. Please provide brief details about the interviews in the three text boxes provided.

Other requirements (Q5-7) – see Fig. 41:

Other requirements

Q5 Does the programme require an occupational health check?

☐ Yes
☐ No

Q6 Are Disclosure and Barring Service (DBS) checks a requirement of the programme?

☐ Yes
☐ No

Q7 Do students need to apply for an Academic Technology Approval Scheme (ATAS) Certificate to study in the UK?

☐ Yes
☐ No

Back Save and exit Save and continue
Discard and exit Save and return to summary

Fig. 41

Questions

Q5-Q6: Check with your Faculty Quality Administrator whether the students on the programme will require an occupational health check and/or DBS check, and indicate 'Yes' or 'No' accordingly.

Q7: Check whether the proposed programme is one that requires students to obtain an ATAS certificate in order to study in the UK, and indicate accordingly.

Click Save and continue to proceed to the next section.

6.17 SECTION 17: EXTERNAL SPECIALIST ADVICE

If you are completing the proposal form for the first time and have not yet sought the advice of an external specialist, please ignore this section for the present and go directly to Section 18 by clicking Save and continue.

Please make sure you make yourself familiar with the use of external specialist advice in the process of programme approval by reading section 6 of the QAS Notes of Guidance.

Once you have obtained the advice of the external specialist, you will return to Section 17 to upload it and enter the departmental response (see Fig. 42). Full instructions are given on the screen itself.

Stage 1 Programme Proposer

Section 17: External Specialist Advice ?

If you reach this page and have not yet sent a draft proposal to an External Specialist, please skip this page for now, complete the proposal form, save it without submitting to your Faculty/School, and use the option to have a pdf of the completed form sent to yourself, so that you can send it, along with the External Specialist Report proforma (downloadable from the QAS web page) on to the External Specialist. Once you have received his/her report, return to this section to upload it and insert the Department's response (and make any necessary changes to the rest of the form) before submitting the proposal to your School.

Q1 Please upload the report from the External Specialist, which may be either in document or email text format

No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Q2 Please insert the Departmental response to the report of the External Specialist here (max 300 characters)

Fig. 42

6.18 SECTION 18: ADDITIONAL INFORMATION

This final section of the online form gives you the opportunity to provide any other information not elicited elsewhere (see Fig. 43):

Stage 1 Programme Proposer

Section 18: Additional Information ?

Q1 Please provide any additional information you would like the Programme Approval Panel to consider
(max 300 characters)

Q2 Please upload the supporting business plan for this proposal

No file selected.

You can upload 1 document only (if you hold the necessary information on more than one document please combine them into one first) which must not exceed 1 Mb. You can upload .docx, .xlsx or .ppt files.

Fig. 43

Questions

Q1: Use this space to provide any further information you would like the Approval Panel to consider.

Q2: Upload the business plan for the proposal.

This is the end of the online proposal form.

Click **Save and continue** to proceed to the review and submission stage.

7. Procedure for submitting a Programme Approval proposal via OPAMA

7.1 SECTION 19 – PROPOSAL DETAILS AND SUBMISSION OPTIONS

Once you have completed the online form you have several options (see Fig. 44):

Section 19: Programme Proposal Details

Please review the details you have entered below. If you need to make any changes you can re-enter any section and edit it. Once you have completed the proposal you have three options at the bottom of this page:

Section	edit
Section 1: Programme Development and Approval Committee approval to proceed	+
Section 2: Core Programme Information	+
Section 3: Award details	+
Section 4: Collaborative provision, partnerships and placements	+
Section 5: Modes of attendance and length of study	+
Section 6: Programme Duration	+
Section 7: Educational Aims	+
Section 8: Educational Objectives	+
Section 9: QAA Benchmarking	+
Section 10: Department contribution to teaching	+
Section 11: New resource requirements	+
Section 12: Student numbers and fees	+
Section 13: Programme Structure and curriculum	+
Section 14: Examination Boards and marking	+
Section 15: Inclusivity	+
Section 16: Entry qualifications and selection process	+
Section 17: External Specialist Advice	+
Section 18: Additional Information	+

- **Save for submission later** - You can save the proposal now and return to it later for submission.
- **Save and send programme PDF for offline review** - Use to send a copy of the proposal to your external Specialist (the proforma is available [here](#)), and if you are required to submit your proposal to your Head of Department/School (check your local processes), or if you need to get approval from your Departmental Teaching Committee prior to submitting this proposal for School approval. You will be able to produce an updated pdf copy of your proposal when you return later to complete the process.
- **Send to School Quality Administrator** - The next stage of approval using OPAMA. Your proposal will be reviewed prior to submission to the School Programme Approval Panel for consideration.

Please note that once you have submitted your proposal to the School you cannot edit it.

[Click this link to email report to yourself](#)

Before submitting this to the School Quality Administrator you should have any additional approval required by your School or Department.

Fig. 44

- Save for submission later – You can simply save the proposal and exit the system. When you re-enter the task via your task-tray, you will be brought back to this point
- Save and send a pdf for offline review – use this option to email yourself a copy of the proposal form and any documents you have uploaded. You can then forward this ‘package’ to others to look at, before submitting the proposal to your Faculty. Use this option also to email the full proposal to your External Specialist (along with the report pro-forma available from the QAS website)
- View summaries of your responses to any of the sections
- Re-enter any of the sections to edit them or upload documents that weren’t available when you started
- Send to SQA (the Faculty administrator responsible for quality assurance processes in the Faculty designated as ‘lead Faculty’ for this proposal) for scrutiny prior to the offline process of consideration by the Faculty Education Committee (or equivalent).

7.2 AFTER SUBMISSION - THANK YOU AND EXIT

See Fig. 45:

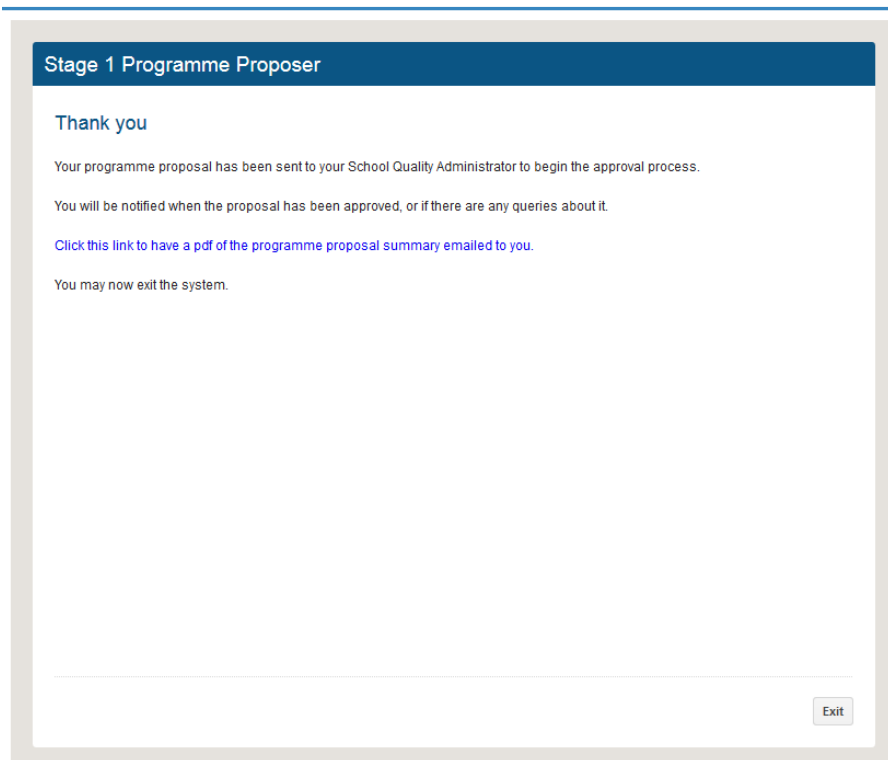


Fig. 45

Once you have submitted the form, you will see a 'thank you' message and be invited to exit the system. You have a final opportunity to email a copy of the proposal to yourself before clicking [Exit](#).

8. What happens next?

8.1 SQA SCRUTINY AND COMMITTEE CONSIDERATION

The Faculty Quality Administrator will check the proposal and will help fill any gaps you may have left, or change fields/responses where these have been inaccurately entered. If substantial changes are needed, particularly to the Educational Aims and Objectives and/or the Pattern of Study, the SQA may return the proposal to you (you will receive an email to let you know) for amendment. Once the proposal is considered ready for consideration by the Faculty Education Committee (or equivalent), the SQA will take it offline and circulate it to members of the Committee, which will meet to discuss the proposal in the usual way. Following consideration, you may find that the proposal is returned to you via OPAMA for further changes to be made, or else the SQA may make those changes and notify you. Finally, once approved, the SQA will record on OPAMA the relevant date(s) of approval by the Faculty Education Committee, the representative from the College Education Committee, and your Faculty's External Peer.

The proposal is then sent via OPAMA to the Quality & Academic Support Office to undergo final scrutiny and approval from PDAC, before the approved programme is uploaded to SITS. At this point, you as proposer will be notified that the programme has been given final approval.

Please keep an eye on your email for messages from opama@kcl.ac.uk as you may be asked for further input at any stage of the process prior to approval.